

MINNIE HUGHES ELEMENTARY

8548 Willtown Road
Hollywood, SC 29449

GRADES PK-6 Elementary School

ENROLLMENT 229 Students

PRINCIPAL Marguerite S. Middleton 843-889-2976

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	29	35	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

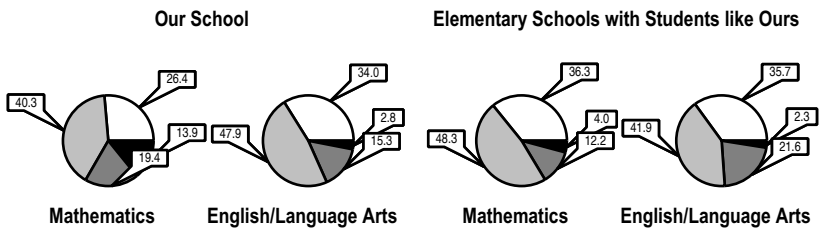
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

85.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	148	99.3	34.0	47.9	15.3	2.8	26.4	Yes	Yes
Gender									
Male	74	98.7	36.6	47.9	14.1	1.4	21.1		
Female	74	100.0	31.5	47.9	16.4	4.1	31.5		
Racial/Ethnic Group									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	141	100.0	33.6	48.6	15.0	2.9	26.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	138	99.3	35.1	47.8	14.2	3.0	26.9		
Disabled	10	100.0	20.0	50.0	30.0	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	146	100.0	34.0	47.9	15.3	2.8	26.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	147	99.3	34.0	47.9	15.3	2.8	26.4		
Socio-Economic Status									
Subsidized meals	145	99.3	34.8	47.5	14.9	2.8	25.5	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	148	100.0	26.4	40.3	19.4	13.9	45.1	Yes	Yes
Gender									
Male	74	100.0	29.6	33.8	22.5	14.1	45.1		
Female	74	100.0	23.3	46.6	16.4	13.7	45.2		
Racial/Ethnic Group									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	141	100.0	26.4	39.3	20.0	14.3	46.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	138	100.0	25.4	42.5	18.7	13.4	44.0		
Disabled	10	100.0	40.0	10.0	30.0	20.0	60.0	I/S	I/S
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	146	100.0	26.4	40.3	19.4	13.9	45.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	147	100.0	26.4	40.3	19.4	13.9	45.1		
Socio-Economic Status									
Subsidized meals	145	100.0	27.0	40.4	19.1	13.5	44.0	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	31	100.0	25.0	32.1	39.3	3.6	42.9
	Grade 4	49	98.0	27.3	61.4	11.4	N/A	11.4
	Grade 5	54	96.3	56.5	41.3	2.2	N/A	2.2
	Grade 6	43	100.0	53.8	38.5	7.7	N/A	7.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	24	95.8	N/A	39.1	47.8	13.0	60.9
	Grade 4	30	100.0	30.0	46.7	20.0	3.3	23.3
	Grade 5	47	100.0	30.4	63.0	6.5	N/A	6.5
	Grade 6	47	100.0	57.4	38.3	4.3	N/A	4.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	31	100.0	3.6	39.3	25.0	32.1	57.1
	Grade 4	49	100.0	25.0	61.4	13.6	N/A	13.6
	Grade 5	54	100.0	38.3	46.8	12.8	2.1	14.9
	Grade 6	43	100.0	41.0	46.2	10.3	2.6	12.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	24	100.0	8.3	16.7	20.8	54.2	75.0
	Grade 4	30	100.0	20.0	46.7	16.7	16.7	33.3
	Grade 5	47	100.0	28.3	58.7	8.7	4.3	13.0
	Grade 6	47	100.0	40.4	36.2	23.4	N/A	23.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 229)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	7.5%	Up from 0.3%	3.6%	2.7%
Attendance rate	96.9%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		7.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		6.2%	3.5%
Eligible for gifted and talented	6.2%	Down from 7.8%	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.0%	Down from 3.8%	8.0%	8.2%
Older than usual for grade	2.6%	Down from 10.6%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	45.5%	Up from 40.9%	48.7%	51.4%
Continuing contract teachers	72.7%	Down from 77.3%	78.6%	87.5%
Highly qualified teachers**	100.0%	N/A	92.0%	95.0%
Teachers with emergency or provisional certificates	11.8%		3.7%	0.0%
Teachers returning from previous year	79.3%	Down from 83.9%	81.5%	86.7%
Teacher attendance rate	96.7%	Up from 94.4%	94.6%	94.9%
Average teacher salary	\$40,296	Up 7.4%	\$39,533	\$40,760
Prof. development days/teacher	13.4 days	Up from 12.5 days	13.6 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 13.4 to 1	16.6 to 1	18.9 to 1
Prime instructional time	92.7%	Up from 90.6%	88.8%	90.0%
Dollars spent per pupil*	\$6,778	Up 0.6%	\$7,105	\$6,044
Percent of expenditures for teacher salaries*	62.7%	Up from 58.0%	63.9%	65.9%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	Up from 62.7%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school report card represents the joint effort of our School Improvement Council and faculty. Our staff of excellent and committed teachers view this report card as an opportunity to give the community information on our successes and challenges.

We are proud to report that our test scores for year five of PACT have revealed continuous gains. Both English Language Arts and Mathematics scores in grades 3, 4, 5, and 6 have revealed progressive movement of students from Below Basic to Basic, Proficient, and/or Advanced. This progress is largely attributed to the implementation in grades 1-6 of the 4 Blocks literacy model, increased time for math and science instruction, and continuous emphasis on staff development. Because we are located at least 30 miles from Charleston, distance is a factor which presents a challenge for us in retaining young and talented teachers.

Parent, staff, and student surveys reveal overall satisfactory ratings by all populations served. This year, as we plan for continued student progress, we will emphasize active parental involvement and student discipline. We continue to ask and expect parents to read to and with their children daily, check homework daily, and maintain open lines of communication with the school via visits, conferences, etc.

We know that all students can learn and many can learn at high levels. We are also positive that Minnie Hughes Elementary School will provide the challenging and rigorous curriculum necessary to ensure the success of all students. Call us to join our progressive team of students, staff, and parents.

Marguerite S. Middleton, Principal

Peggy A. Godfrey, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	53	29
Percent satisfied with learning environment	100.0%	98.1%	74.1%
Percent satisfied with social and physical environment	100.0%	100.0%	78.6%
Percent satisfied with home-school relations	66.7%	100.0%	82.1%

*Only students at the highest elementary school grade level at this school and their parents were included.